R E P O R T R E S U M E S

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A HANDBOOK OF POLICIES AND PROCEDURES FOR OCCUPATIONAL EDUCATION PROGRAMS IN VOCATIONAL HOME ECONOMICS.

ALABAMA STATE DEPT. OF EDUC., MONTGOMERY

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DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, PROGRAM PLANNING, *PROGRAM GUIDES, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, CURRICULUM, HIGH SCHOOLS, ADULT VOCATIONAL EDUCATION, OCCUPATIONAL INFORMATION,

TEACHERS AND ADMINISTRATORS MAY USE THIS EXPERIMENTAL HANDBOOK IN DEVELOPING COURSES TO PREPARE HIGH SCHOOL GIRLS AND ADULTS FOR ENTRY LEVEL JOBS SUCH AS CHILD CARE WORKERS, ALTERERS, SEWING MACHINE OPERATORS, SEAMSTRESSES, FLORAL DESIGNERS, AND FOOD PREPARATION AND SERVICE WORKERS. IT WAS DEVELOPED BY VOCATIONAL HOME ECONOMICS TEACHERS AND STATE SUPERVISORS. THE INTRODUCTORY SECTION DEFINES OCCUPATIONAL HOME ECONOMICS AND DISCUSSES ITS SCOPE, SHOWS THE RELATIONSHIP BETWEEN VOCATIONAL HOME ECONOMICS FOR HOMEMAKING AND FOR EMPLOYMENT, AND LISTS CRITERIA FOR APPROVING PROGRAMS. SPECIFIC SUGGESTIONS FOR PROGRAM ADMINISTRATION COVER POLICIES AND PROCEDURES, TEACHER QUALIFICATIONS AND SALARIES, GENERAL COURSE OFFERINGS, AND PREREQUISITES AND DESCRIPTIONS OF SPECIFIC COURSES FOR WHICH SEPARATE OUTLINES HAVE BEEN PUBLISHED--(1) CHILD DEVELOPMENT OCCUPATIONS (VT 001 296), (2) COMMERCIAL SEWING AND ALTERATIONS (VT 001 301), (3) FLORAL DESIGNING (VT 001 295), (4) COMMERCIAL AND INSTITUTIONAL FOOD PREPARATION (VT 001 299), AND (5) SERVING FOOD COMMERCIALLY (VT 001 300). EACH OF THE COURSE DESCRIPTIONS INCLUDES JOB TITLE, RESPONSIBILITIES, PLACES OF EMPLOYMENT, AND MAJOR COURSE CONTENT CONCEPTS. PROCEDURES FOR DEVELOPING OCCUPATIONAL HOME ECONOMICS PROGRAMS SUCH AS MAKING SURVEYS, USING ADVISORY COMMITTEES, MAKING REPORTS, AND CHOOSING FACILITIES, INSTRUCTIONAL MATERIALS, AND OCCUPATIONAL EXPERIENCES ARE INCLUDED. (FP)

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A HANDBOOK
of
POLICIES AND PROCEDURES
for
OCCUPATIONAL EDUCATION PROGRAMS
in
VOCATIONAL HOME ECONOMICS

VT 21662

VOCATIONAL DIVISION
HOME ECONOMICS EDUCATION
STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA

1966-1967

MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
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FROM: (Person) Ruth Stovall (Agency) State Department of Education

(Address) State Dept. of Education, Montgomery, Alabama

DATE: December 19, 1967

RE: (Author, Title, Publisher, Date) A Handbook of Policies and Procedures for Occupational Education Programs in Vocational Home Economics
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GENERAL INFORMATION FOR OCCUPATIONAL HOME ECONOMICS

- WHAT IS OCCUPATIONAL EDUCATION IN HOME ECONOMICS?
- WHAT IS THE RELATIONSHIP BETWEEN THE TWO FACETS OF VOCATIONAL HOME ECONOMICS?
- WHAT IS THE SCOPE OF THE OCCUPATIONAL HOME ECONOMICS PROGRAM IN ALABAMA?
- WHAT IS THE CRITERIA FOR APPROVING PROGRAMS OF OCCUPATIONAL EDUCATION IN HOME ECONOMICS?

GENERAL INFORMATION

WHAT IS OCCUPATIONAL EDUCATION IN HOME ECONOMICS?

OCCUPATIONAL HOME ECONOMICS IS --- Preparation for gainful employment in occupations involving Home Economics knowledge and skills.

The changing world of work is bringing an increasing number of women into the labor force, thus creating new patterns of family life. Business, industry and service occupations are now providing some of the goods and services formerly considered as "in-home" responsibilities. New jobs are therefore developing and many of them utilize knowledge and skill in home economics. The subject matter areas of Home Economics and the corresponding occupational fields which involve Home Economics knowledge and skills are as follows:

Home Economics Subject Matter Areas		Occupational Fields Involving Home Economics Knowledge & Skills
Clothing and Textiles Art Housing	-	Clothing, Textiles and Home Furnishings Services
Foods and Nutrition	-	Food Services
Home Management and Family Economics	-	Home Management and Institutional Services
Human Development and the Family	-	Child Development Services

OCCUPATIONAL HOME ECONOMICS IS --- Provided for in the Vocational Education Act of 1963.

The Vocational Education Act of 1963 was passed by Congress authorizing funds to develop and expand programs of gainful employment in Vocational Education. This act included funds for the expansion of Vocational Home Economics through the development of programs to prepare persons for gainful employment in occupations involving Home Economics knowledge and skills.

OCCUPATIONAL HOME ECONOMICS IS --- A program designed to serve many groups.

The Vocational Education Act of 1963 authorized the development of quality programs of Vocational Education for:

- Persons attending high school
- Persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market
- Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment
- Persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular Vocational Education program

OCCUPATIONAL HOME ECONOMICS IS --- A new dimension of Vocational Home Economics.

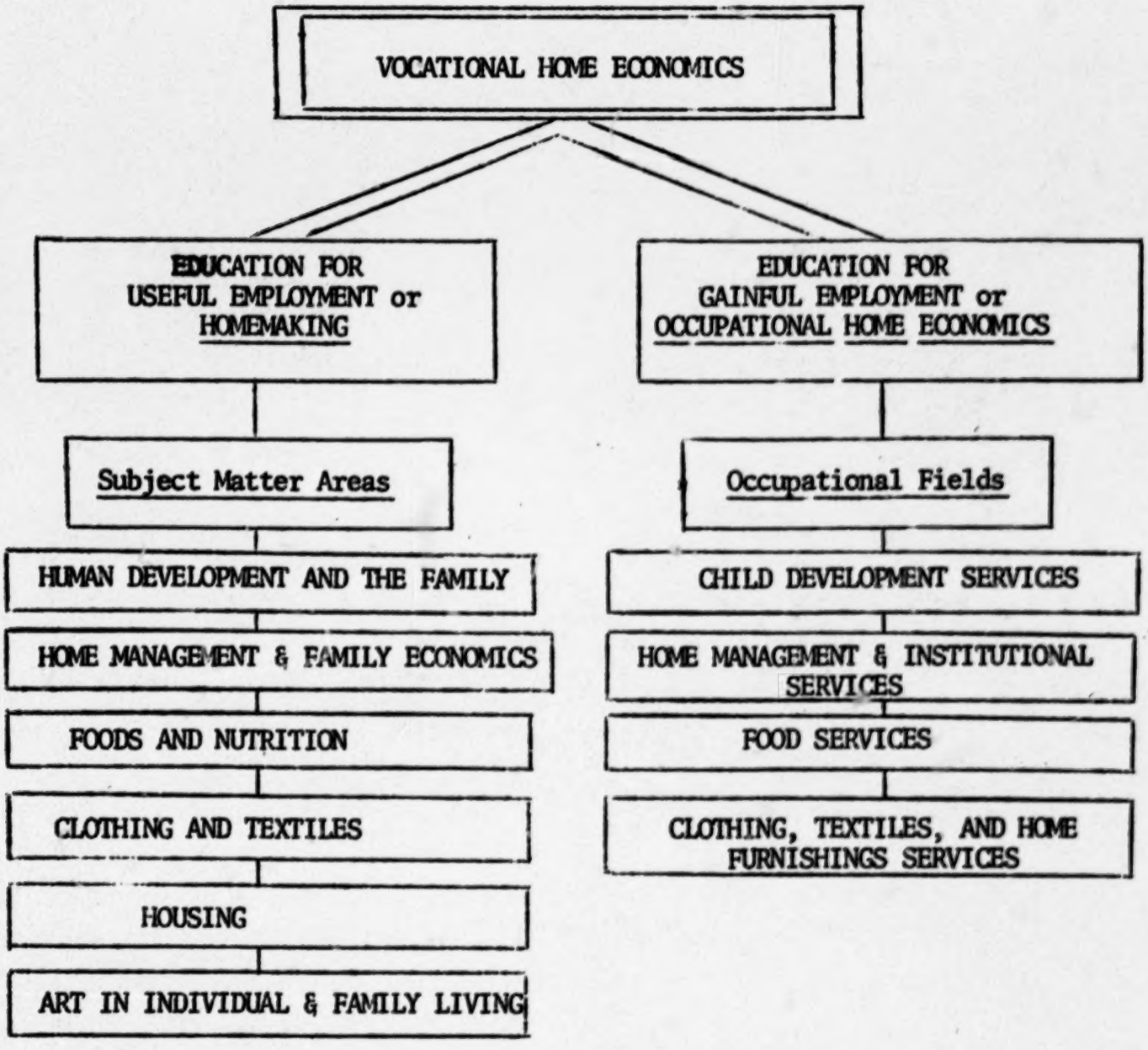
Occupational Education in Home Economics is referred to as "the new dimension" in Vocational Home Economics since the Vocational Acts prior to 1963 authorized Home Economics funds for homemaking education only. Occupational Education in Home Economics (preparation for gainful employment) supplements but does not replace the traditional role of Vocational Home Economics which is preparation for the vocation of homemaking referred to as "useful employment" in the Vocational Education Act of 1963.

WHAT IS THE RELATIONSHIP BETWEEN THE TWO FACETS OF VOCATIONAL HOME ECONOMICS?

Vocational Home Economics includes two programs, namely:

- Education for Homemaking (useful employment)
- Education for Employment (gainful employment)

These two programs are facets of Vocational Home Economics and are related in content. The subject-matter areas in the regular program provide the basic knowledge and skills for the occupational fields. It is expected that pupil interest in entering an occupational field may grow out of enrollment in Home Economics foundation courses. The chart below shows this relationship.


VOCATIONAL HOME ECONOMICS
EDUCATION FOR USEFUL EMPLOYMENT or HOMEMAKING
EDUCATION FOR GAINFUL EMPLOYMENT or OCCUPATIONAL HOME ECONOMICS
Subject Matter Areas
Occupational Fields
HUMAN DEVELOPMENT AND THE FAMILY
HOME MANAGEMENT & FAMILY ECONOMICS
FOODS AND NUTRITION
CLOTHING AND TEXTILES
HOUSING
ART IN INDIVIDUAL & FAMILY LIVING
CHILD DEVELOPMENT SERVICES
HOME MANAGEMENT & INSTITUTIONAL SERVICES
FOOD SERVICES
CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES

WHAT IS THE SCOPE OF THE OCCUPATIONAL HOME ECONOMICS PROGRAM IN ALABAMA?

The Occupational Home Economics program in Alabama is designed to serve the following groups and to prepare the individual for employment in jobs on the following levels:

GROUPS TO BE SERVED	LEVEL OF EMPLOYMENT
High School Students	Entry level jobs
Post-Secondary Students	Pre-professional, semi-professional, sub-professional and technical level jobs
Out-of-School Youths and Adults	Training for entry level jobs or retraining for advancement or stability in the occupational field in which the individual is currently employed
Special Groups having academic and/or socio-economic handicaps	Training for job levels in keeping with the capabilities of the students

SCOPE OF OCCUPATIONAL HOME ECONOMICS
PROGRAMS FOR HIGH SCHOOL STUDENTS
POST-SECONDARY PROGRAMS (Vocational-Technical Schools and Junior Colleges
PROGRAMS FOR OUT OF SCHOOL YOUTH AND ADULTS
SPECIAL PROGRAMS (For Those Having Academic and/or Socio-economic Handicaps
GROUPS TO BE SERVED

WHAT IS THE CRITERIA FOR APPROVING PROGRAMS OF OCCUPATIONAL EDUCATION IN HOME ECONOMICS?

Programs of Occupational Education in Home Economics may be approved when the following conditions are met:

. A need for Occupational Home Economics has been established as evidenced through:
  - A survey which shows that the opportunities for employment in occupations involving Home Economics knowledge and skills are sufficient to assure placement of students after graduation either in the school-community or within the commuting area.
  - A survey which shows that the number of students who are interested in home economics careers or occupations is sufficient to justify the full-time employment of an Occupational Home Economics teacher.

. School Administrators and School Boards believe the program will have long-range educational value and are able to provide the facilities (space and equipment), instructional materials and maintenance fund required to meet program standards.

. Funds are available to reimburse the program from State-Federal appropriations or local funds are available to operate the program on a non-reimbursed basis.

DEVELOPMENT OF OCCUPATIONAL HOME ECONOMICS PROGRAMS IN HIGH SCHOOLS

- WHAT ARE THE POLICIES AND PROCEDURES IN THE ADMINISTRATION OF OCCUPATIONAL HOME ECONOMICS PROGRAMS IN HIGH SCHOOLS?

- WHAT ARE THE POSSIBLE COURSE OFFERINGS OF OCCUPATIONAL HOME ECONOMICS IN HIGH SCHOOLS?

- WHAT PROCEDURES MAY BE USED IN DEVELOPING OCCUPATIONAL HOME ECONOMICS PROGRAMS?

- HOW MAY EMPLOYMENT INFORMATION BE OBTAINED THROUGH OCCUPATIONAL SURVEYS?

- WHAT IS THE FUNCTION OF ADVISORY COMMITTEES AND HOW MAY THEY BE ORGANIZED?

- WHAT ARE THE PURPOSES OF RECORDS AND REPORTS IN OCCUPATIONAL HOME ECONOMICS PROGRAMS?

- WHAT ARE THE STANDARDS FOR SPACE AND EQUIPMENT FOR OCCUPATIONAL HOME ECONOMICS?

- WHAT TYPES OF INSTRUCTIONAL MATERIALS ARE USEFUL IN OCCUPATIONAL HOME ECONOMICS PROGRAMS?

- WHAT RELATED EXPERIENCES MAY BE PROVIDED TO ENRICH THE OCCUPATIONAL HOME ECONOMICS PROGRAM?

OCCUPATIONAL HOME ECONOMICS IN HIGH SCHOOLS

WHAT ARE THE POLICIES AND PROCEDURES IN THE ADMINISTRATION OF OCCUPATIONAL HOME ECONOMICS PROGRAMS IN HIGH SCHOOLS?

The Occupational Home Economics program is administered under local Boards of Education in the same administrative relationship as the regular program of Vocational Home Economics and the same general policies apply.

. Instructional Program For Occupational Home Economics

There shall be sufficient class time and depth of content to develop competencies required for employment in the specific occupations for which training is provided. Laboratory, field, and/or related work experiences shall be included as an integral part of the instructional programs.

. Facilities and Maintenance Fund

It is the responsibility of local Boards of Education to provide space, equipment, library, and a maintenance fund in keeping with the standards set up by the State Department of Education. Supplementary and/or additional facilities required will be determined by the particular courses to be offered.

. Instructional Materials

The local Boards of Education are responsible for the provision of instructional materials needed including books, bulletins, periodicals, audio and visual aids, in keeping with the number of students enrolled in each course.

. Course Credit

The Occupational Home Economics courses are credit bearing counting toward graduation; 1 unit for single class periods and 1½ units for double class periods.

. Teacher's Salary Reimbursement

Salary reimbursement will be in keeping with the reimbursable salary schedule of the State Department of Education.

. Period of Employment for Teachers

The reimbursed period of employment is ten calendar months.

Travel Reimbursement for Teachers

The travel fund for the teacher will be reimbursed from the Vocational Division, State Department of Education, in keeping with the travel budget.

. Qualifications of Teachers

The qualifications of teachers to be employed shall be submitted to the State Supervisor, Home Economics Education, State Department of Education for approval. The person is expected to hold a minimum of a Class B Professional Certificate in Home Economics Education, and to have the competencies and experiences necessary to carry out the responsibilities of the job. Work experiences related to the occupations for which training is provided contributes to the competencies of the teacher. In order to achieve expected competencies, the teacher may acquire these through additional training and/or work experiences.

. Teacher's Schedule

It is expected that full-time will be devoted to the Occupational Home Economics program, and that time will be scheduled during the school day for the following duties and responsibilities:

- Conduct classes
- Counsel students
- Work with administrators, vocational and guidance counselors in program development and in recruiting students for Occupational Home Economics classes.
- Develop yearly plans for the Occupational Home Economics program
- Make occupational surveys in the community
- Develop job analyses as basis for course content
- Keep a weekly calendar of scheduled activities
- Make monthly reports
- File a record of the occupational objective for each student
- Keep follow-up records of students' employment
- Work cooperatively with the local Employment Service office in relation to surveys, recruitment and placement
- Organize and work with advisory committees
- Assist with FHA

. Qualifications of Students

Students may qualify for enrollment in Occupational Home Economics in keeping with the following requirements:

- The minimum age of students shall be fourteen years
- For each student there must be, as a matter of record, an occupational objective for which the course is designed

- There shall be reasonable prospects that the person shall be available for employment after completion of instruction
- Students shall be selected on the basis of interests, aptitudes and personal traits relating to their occupational objective
- Foundation courses in regular Vocational Home Economics may be considered as prerequisites to enrollment in Occupational Home Economics

. Occupational Objectives of the Students

The Occupational Home Economics program is designed to prepare students for employment in occupations involving home economics knowledge and skills. Through the Foundation Courses in Home Economics, exploratory study and counseling, students have opportunities to decide on objectives directed toward Home Economics careers or occupations. In keeping with the 1963 Vocational Education Act, each student enrolled in Occupational Home Economics courses is required to have an occupational objective in home economics as a matter of record. This objective may either be in relation to a specific occupation, a cluster of closely related occupations in an occupational field.

The students' objective at the beginning level in most cases will be on a broad base. This objective will become increasingly specific or may change as additional experiences are gained and as depth instruction is provided in the selected occupational fields. The course offerings in Occupational Home Economics at the secondary level are planned in relation to the following occupational objectives:

COURSE OFFERINGS		OCCUPATIONAL OBJECTIVE
- Foundation Courses	⇒	. Home Economics
. Basic Home Economics . Advanced Home Economics		
- Orientation Course	⇒	. World of Work
. Personal Development and Management		
- Courses in Occupational Fields	⇒	. Occupations in the fields of:
. Child Development Occupations		Child Development
. Clothing, Textiles and Home Furnishings Services		Clothing, Textiles and Home Furnishings
. Food Services		Food Preparation and Service

COURSE OFFERINGS	OCCUPATIONAL OBJECTIVE
- Courses for Specific Occupations	
. Child Development Occupations	. Child Care Center Worker
. Commercial Sewing and Alterations	. Alterer . Sewing Machine Operator . Drapery, Slipcover Seamstress
. Floral Designing	. Floral Designer
. Commercial and Institutional Food Preparation	. Food Service Worker . Caterer Helper . Salad Maker . Baker Helper . Short Order Cook . Tray Line Worker
. Serving Food Commercially	. Waitress . Hostess
. Pre-professional preparation	. Professional Careers in Home Economics

WHAT ARE THE POSSIBLE COURSE OFFERINGS OF OCCUPATIONAL HOME ECONOMICS IN HIGH SCHOOLS?

Courses in Occupational Home Economics are based on information obtained through an occupational survey conducted in 1965-66. This survey was conducted by the Home Economics Supervisory Staff and the Occupational Home Economics Teachers in twenty-five pilot programs. The purpose of the survey was to investigate the scope of the employment opportunities in occupations involving home economics knowledge and skills and to find what specific knowledge and skills the employer expects of the employee. The findings of the survey have been used in determining the kinds of courses to be offered and the content of the courses.

The structure of offerings in Occupational Home Economics provides variety from which administrators and teachers may select courses to be offered considering:

. Job opportunities in school area

. Interests and objectives of students in careers in home economics, specific occupational fields or specific jobs involving home economics knowledge and skills

HIGH SCHOOL COURSE OFFERINGS FOR OCCUPATIONAL HOME ECONOMICS PROGRAMS

. Foundation Courses for Occupational Home Economics

- Basic Home Economics or Basic Preparatory course in Occupational Home Economics
- Advanced Home Economics or Advanced Preparatory course in Occupational Home Economics

. Orientation Courses for the World of Work

- Personal Development and Management

. Courses in Occupational Fields of Home Economics

- Child Development Occupations
- Clothing, Textiles and Home Furnishings Services
- Food Services

. Courses for Specific Occupations Involving Home Economics Knowledge and Skills

- Child Development Occupations
- Commercial Sewing and Alterations
- Floral Designing
- Commercial and Institutional Food Preparation
- Serving Food Commercially

DESCRIPTION OF COURSES

Foundation Courses for Occupational Home Economics

Foundation courses in Home Economics may be offered as pre-requisites to the courses in Occupational Home Economics fields and courses which train for occupations involving Home Economics knowledge and skills.

The purpose of the foundation courses is to help students who have an occupational or career objective in Home Economics to become familiar with all of the broad fields of Home Economics from which to make a more specific occupational choice. Students may be enrolled in occupational courses without having had the foundation courses when a student has an established goal in relation to a specific occupation.

The foundation courses may be offered on either a one year or two year basis. The first course may be Basic Home Economics or the Basic Preparatory Course in Occupational Home Economics. The second level course may be Advanced Home Economics or the Advanced Preparatory Course in Occupational Home Economics.

Orientation Courses for the World of Work

Personal Development and Management, a non-prerequisite course, may be offered in grades 9 - 12, for two semesters, for any student (boy or girl) who is preparing for an occupation or an occupational field. The purpose of the course is to help students become more employable through helping them to develop personality characteristics and establish habits of grooming, human relations and management which contribute to job success. The course is designed to help students develop a concept of the world of work - its progress and expectations and to motivate students to prepare themselves for it through analyzing and planning for their personal growth in keeping with their occupational goals. The content is focused on knowledge of the world of work; ways and means of developing one's potentialities; and the management of one's resources of abilities, time, energy, and properties to achieve occupational goals.

Courses in Occupational Fields of Home Economics

These two semester courses, which may be offered in grades 10 - 12, are designed for students who have indicated an occupational preference for a particular field of Home Economics. It is expected that student interest in a specific field will grow out of the instruction provided in the foundation course or courses. These courses in Home Economics fields may be offered without pre-requisites to boys or to other students who have specified occupational objectives in a particular field.

High School preparatory courses may be offered in the following fields:

- CHILD DEVELOPMENT OCCUPATIONS
- CLOTHING, TEXTILES AND HOME FURNISHINGS SERVICES
- FOOD SERVICES

The purposes of these courses are to:

- Acquaint students with the role, structure and scope of the particular field in the world of work.
- Help students gain an understanding of the nature of the occupational expectations of the jobs and the employment opportunities in the particular field.
- Help students acquire basic knowledge and skills involved in occupations in the particular field.
- Help students develop the personal qualities which contribute to success in the world of work with focus on the particular field under study.

Descriptions of these preparatory courses are as follows:

CHILD DEVELOPMENT OCCUPATIONS

This course is described on pages 14-15. The course may be classified as either an occupational field course or as a course designed to prepare for a specific occupation.

PREPARATORY COURSE IN THE FIELD OF CLOTHING, TEXTILES AND HOME FURNISHINGS SERVICES

This course is designed for high school students who have an occupational interest and/or objective in the field of Clothing, Textiles and Home Furnishings Services. Foundation home economics courses are recommended as prerequisite to pupils who already have specified occupational objectives in this field. The purpose of the course is to help students make an occupational choice through acquainting them with the scope of the field of Clothing, Textiles and Home Furnishings Services and its contributions to the well-being of people and society. This course provides opportunities for students to analyze their personal qualities, aptitudes and capabilities and to plan for their personal development in relation to their occupational objectives in the field of Clothing, Textiles and Home Furnishings Servicees.

The content includes the following concepts:

- *The field of clothing, textiles and home furnishings services*
- *Knowledge and skills involved in occupations in the field of clothing, textiles and home furnishings services*
- *The wage earner in the world of work (in the field of clothing, textiles and home furnishings services)*

PREPARATORY COURSE IN THE FIELD OF FOOD SERVICES

This course is designed for high school students who have an occupational interest and/or objective in the field of Food Services. Foundation home economics courses are recommended as prerequisites. The course may be offered without prerequisites to pupils who already have specified objectives in the field. The purpose of the course is to help students make an occupational choice through acquainting them with the occupational field of Food Services including its scope and contributions to the well-being of people and society. Opportunities are provided through this course for students to analyze their personal qualities, aptitudes and capabilities and to plan for their personal development in relation to their occupational objectives in the field of Food Services. The content includes the following concepts:

- *Orientation to the field of food service*
- *The food service worker in the world of work*
- *Knowledge and skills involved in occupations in the field of food service*

Courses for Specific Occupations Involving Home Economics Knowledge and Skills

These (two semester) courses, offered in grades 11 or 12, provide training for specific occupations and/or job clusters for students who have an occupational objective in a specific occupation. These courses are considered advanced courses with the foundation home economics courses and the course in the respective field serving as a prerequisite for most students. The prerequisites may be waived when the student has an established objective in a specific occupation.

The purpose of these courses is to prepare students for jobs at the entry level in the occupation of their choice. The courses herein described are based on the occupations and/or job clusters in which there seem to be employment opportunities in most sections of Alabama as indicated in the 1965-66 occupational survey. (See page 10) These courses are:

- CHILD DEVELOPMENT OCCUPATIONS
- COMMERCIAL SEWING AND ALTERATIONS
- FLORAL DESIGNING
- COMMERCIAL AND INSTITUTIONAL FOOD PREPARATION
- SERVING FOOD COMMERCIALLY

Descriptions of these courses are as follows:

CHILD DEVELOPMENT OCCUPATIONS
(Two semester course)

ENTRY LEVEL JOBS FOR WHICH COURSE PROVIDES TRAINING

JOB TITLE	JOB RESPONSIBILITIES	PLACES OF EMPLOYMENT
Child Care Center Worker, D.O.T. No. 359.878, which includes: teacher in nursery school; nursery school attendant; playroom attendant	Assists with the routines and play activities of the children under the direction and supervision of the teachers and directors. Assists the teacher or director in caring for the needs of the children.	Child Day Care Centers Nursery Schools Kindergartens Baby Sitting Services Pediatric Services Children's Hospitals

OPPORTUNITIES FOR ADVANCEMENT

Through experience and/or additional training, persons may advance to jobs involving managerial, supervisory and/or teaching responsibilities.

Through post secondary education programs offered at the Junior College and/or Vocational Trade and Technical Schools, courses may be taken which will prepare individuals for sub-professional employment as teacher assistants, assistants to directors and child care attendants. At the professional level (4 years of college preparation) a person may become a director of child development centers, teacher of early childhood education or head teacher in child development centers.

COURSE DESCRIPTION

The purpose of this course is to prepare students for employment at the entry level in jobs related to the field of Child Development which involve the care and guidance of children. Through this course opportunities will be provided for students to become acquainted with the significance and scope of occupations in the Child Development field and to acquire knowledge and skills appropriate to entry level jobs. The content includes the following concepts:

- *Significance of the field of child development*
- *Scope of occupational opportunities in the field of child development*
- *Personal qualities which contribute to job success in the field of child development*
- *Knowledge of human development as related to employment responsibilities in child development centers*
- *Meaning of child care and guidance in early childhood education*
- *Child development centers as laboratories for learning*
- *Learning about children through observation and participation*
- *The role of the teacher-aide in child development centers*
- *Employment factors in relation to teacher-aides in child development centers*

COMMERCIAL SEWING AND ALTERATIONS
(Two semester course)

ENTRY LEVEL JOBS FOR WHICH COURSE PROVIDES TRAINING

JOB TITLE	JOB RESPONSIBILITIES	PLACES OF EMPLOYMENT
Alterer, D. O. T. No. 785.281	Fits, alters and repairs clothing	Cleaners Dress shops Department stores Sewing shops
Sewing Machine Operator, D. O. T. No. 787.782	Makes apparel	Garment factories
Drapery, Slip-cover Seamstress, D. O. T. No. 787,782	Makes draperies and slipcovers	Interior design and home furnishings establishments

OPPORTUNITIES FOR ADVANCEMENT

Through experience and/or additional training, persons may advance to jobs of managers, supervisors, designers, examiners, technicians, buyers, estimaters, instructors and/or consultants.

COURSE DESCRIPTION

The purpose of this course is to prepare students for employment at the entry level in jobs which require knowledge and skills of commercial sewing and alterations. Through this course opportunities will be provided for students to learn how to perform the basic construction processes used in commercial sewing, including both hand and machine sewing. The course content includes the following concepts:

- *Nature and scope of the occupation of commercial seamstress*
- *Operation of power sewing machines*
- *Elements of design and principles of art related to commercial sewing and alteration*

- *Influence of textiles on methods of construction and techniques of alteration*
- *Skills in construction processes used in commercial sewing (machine and hand sewing)*
- *Skills in basic alteration techniques required of a commercial seamstress*
- *Knowledge and skills involved in designing and making slipcovers, draperies, curtains, bedspreads and coverlets*
- *Use, care and storage of equipment involved in specific tasks in commercial sewing*
- *Knowledge and basic skills in management of work in commercial sewing*
- *Knowledge of the background of the apparel manufacturing industry*
- *Commercial seamstress in the world of work*

FLORAL DESIGNING
(One or two semester course)

ENTRY LEVEL JOBS FOR WHICH COURSE PROVIDES TRAINING

JOB TITLE	JOB RESPONSIBILITIES	PLACES OF EMPLOYMENT
Floral Designer, D. O. T. No. 142.081	Designs and fashions floral pieces and decorations. Makes corsages and bouquets. Plans floral settings. Cares for plants and flowers	Floral Companies Flower Shops

OPPORTUNITIES FOR ADVANCEMENT

Through experience and increased artistic skill persons may advance to higher paying positions in floral establishments or may become managers.

COURSE DESCRIPTION

The purpose of the course is to help students develop knowledge and skills involved in floral designing which will prepare them for jobs in this field. The Japanese and English influence on floral design is the basis of the course. The course content includes the following concepts:

- *Nature and scope of the occupation of floral designer*
- *The Japanese and English influence on floral design*
- *Knowledge and skills involved in floral design*
- *The art of arranging permanent flowers*
- *The art of plant arrangement*
- *The art of making corsages and funeral designs*
- *The floral designer in the world of work*

COMMERCIAL AND INSTITUTIONAL FOOD PREPARATION
(Two semester course)

ENTRY LEVEL JOBS FOR WHICH COURSE PROVIDES TRAINING

JOB TITLE	JOB RESPONSIBILITIES	PLACES OF EMPLOYMENT
Food Service Worker or Cook Helper, D. O. T. No. 317.887	Assists with preparation of food; weighs and measures ingredients, cleans cooking utensils	Hospitals Nursing Homes Catering Services
Caterer Helper, D. O. T. No. 319.874	Prepares and serves food and refreshments at social affairs under supervision of caterer. Arranges tables and decorations	Hotels Restaurants School and College Food Services
Salad Maker, D. O. T. No. 317.884	Prepares salads, salad dressings, appetizers, sandwich fillings, cold plates and some desserts.	Child Care Centers Office and Business Cafeterias

ENTRY LEVEL JOBS FOR WHICH COURSE PROVIDES TRAINING (CONTINUED)

JOB TITLE	JOB RESPONSIBILITIES	PLACES OF EMPLOYMENT
Baker Helper, D. O. T. No. 313.884	Assists baker by measuring ingredients mixing, kneading and shaping dough for breads, rolls, muffins or biscuits	Hospitals Nursing Homes Catering Services Hotels
Short Order Cook, D. O. T. No. 314.381	Prepares and cooks to order all kinds of foods requiring only a short time to prepare. May carve meats and fill orders from steam table.	Restaurants Office and Business Cafeterias
Tray Line Worker, D. O. T. No. 355.878	Prepares, assembles and delivers food trays to hospital patients and return trays to kitchen. Sets up food in cafeteria serving line.	

OPPORTUNITIES FOR ADVANCEMENT

Through experiences and/or additional training, persons may advance to jobs involving supervisory or managerial responsibilities. Post high school programs offered at the State Vocational Trade and Technical Schools and Junior Colleges may be taken to prepare individuals for semi-professional jobs as food service supervisors, dining room supervisors, tray line supervisors or school lunch managers. At the professional level (4 years of college and 1 year internship) a person may become a dietitian.

COURSE DESCRIPTION

The purpose of this course is to prepare students for employment at the entry level in jobs which require knowledge and skills in commercial and institutional food preparation. Through this course opportunities will be provided for students to learn techniques of quantity food preparation and safe operation of quantity food equipment. The course content

includes the following concepts:

- *Orientation to food service work as a career*
- *Personal qualifications that contribute to success*
- *Nutrition*
- *Safety for food service workers*
- *Hygiene and sanitation*
- *Care and operation of kitchen equipment*
- *Management of time, energy and properties relating to food service*
- *Quantity food preparation*
- *Food cost and portion control*
- *Career opportunities in food service that require further training and experience*
- *Getting and holding the right job in food service*
- *Trade and professional organizations in food service*

SERVING FOOD COMMERCIALLY
(One or two semester course)

ENTRY LEVEL JOBS FOR WHICH COURSE PROVIDES TRAINING

JOB TITLE	JOB RESPONSIBILITIES	PLACES OF EMPLOYMENT
Waitress, D. O. T. No. 311.878	Presents menu to patron answers questions and makes suggestions regarding food and service Takes orders for food. Serves food to patrons. Totals bill of patron and accepts payment or refers person to the cashier.	Restaurants Dining Rooms Tea Rooms Coffee Shops

OPPORTUNITIES FOR ADVANCEMENT

Through experience and/or additional training, persons may advance to jobs of head waiter, head waitress, hostess or cashier.

COURSE DESCRIPTION

The purpose of this course is to prepare students for the specific occupation of serving food commercially in entry level jobs. Through this course opportunities will be provided for the students to learn the basic knowledge and skills of the occupation through study and related experiences. The course content includes the following concepts:

- *Opportunities for employment in serving food commercially*
- *Contribution of training to job success in serving food commercially*
- *Relationship of the health practices of food service personnel to the well-being and health of people*
- *Sanitation practices in serving food commercially*
- *Human relations in serving food commercially*
- *Personal grooming*
- *Development of charm and poise*
- *Basic knowledge and skills involved in serving food commercially*
- *Relationship of cost of food service operation to menu price*
- *Menu planning and nutrition*
- *Flower arrangement and seasonal decorations*
- *Money-handling*
- *Applying for a job*

WHAT PROCEDURES MAY BE USED IN DEVELOPING OCCUPATIONAL HOME ECONOMICS PROGRAMS?

The following procedures are suggested when developing both new and on-going programs of Occupational Home Economics:

. Analyze present school and community situation in relation to Occupational Home Economics

- Study information collected locally in relation to possible employment opportunities in occupations that involve home economics knowledge and skills.
- Consider developments or changes which may have occurred since the last survey was made and/or those anticipated that will influence the occupational offerings (establishment or discontinuance of business or industry, changes in teaching personnel, facilities, etc.)
- Determine possibilities for course offerings considering:
  - - Job opportunities in the school area
  - - Interests and objectives of students in home economics careers and/or occupational fields involving home economics knowledge and skills

. Study curriculum materials available from Home Economics Service, Vocational Division, State Department of Education

. Determine courses to be offered based on information obtained

. Develop the curriculum for the course or courses to be offered

- State clear-cut objectives for each course in relation to over-all accomplishments to be achieved during the year.
- Analyze the job as a basis for course content
- Plan course content and teaching experiences based on the performance requirements (job analysis) of the occupation for which training is offered.
- Include in the learning experiences sufficient field, laboratory and/or work experiences to assure the development of competencies required in the occupation.

- Select instructional materials including references (books, bulletins, pamphlets, periodicals) audio and visual aids, etc.

- Evaluate the present facilities (space and equipment) in relation to the course objectives and plan for additional facilities as needed.

- Establish criteria for determining when a student is ready to be recommended for employment.

. Organize a plan for job placement and follow-up including forms for keeping records on placement and an evaluation of job success

Maintain records which will reflect whether students trained enter and follow the occupation for which they have been trained.

. Consider selecting committees made up of persons having knowledge of or interests and skills in the occupational field or fields which may be utilized in program development

Information on advisory committees and how they may be organized may be found on pages 28-30.

HOW MAY EMPLOYMENT INFORMATION BE OBTAINED THROUGH OCCUPATIONAL SURVEYS?

Making occupational surveys is an expected part of the Occupational Home Economics program in Alabama, since a quality program is rooted in the kinds of jobs available and the expectations of persons employed in these jobs.

. Purpose of Occupational Surveys

The purpose of occupational surveys is to secure information on the local level to serve as a basis for program planning locally, and/or to bring information up-to-date.

. Scheduling Time for Making Surveys

It is expected that the Occupational Home Economics teacher's schedule will include time within the school day to make surveys and keep them current. Some of the information obtained may be used immediately in the local program and other information will have long range meanings and implications for program planning on a geographical area or State basis.

. Instructions and Forms Available

Instructions and forms for making occupational surveys are available to teachers from the State Supervisor, Home Economics Education, State Department of Education, Montgomery, Alabama as follows:

. Directions for Making Home Economics Occupational Surveys in Local Communities

. OE-S1 List of Local Sources of Employment in the Fields of Child Development Services; Clothing, Textiles and Home Furnishings Services; Food Services; and Home and Institutional Services

. OE-S2 Interview-Survey of Opportunities for Employment in Local Businesses

. OE-S3 Information-Survey on a Specific Occupation Involving Home Economics Knowledge and Skills

. OE-S4 Summary of Occupational Opportunities Surveyed in the Locality in the Field of _____

. OE-S5 Summary of Information-Survey on a Specific Occupation

. Survey Planning Process

The planning process for making surveys will include decision making on:

- Methods to be used in obtaining occupational data:

The questionnaire method - is the use of a form mailed to an individual or business for the purpose of obtaining information. Since employers may be besieged with requests of this kind, the request may be ignored or answered in a sketchy manner. The data may thus be scarce or incomplete.

The personal interview method - is widely used and is recommended, since it tends to focus the attention of the employer on the task of furnishing information and involves less work on his part than the questionnaire method. Since the interviewer is able to explain fully the purposes of the survey and the kind of information desired, the data is usually more complete and accurate than that obtained on questionnaires.

- Extent and scope of the survey
- Geographical area to be surveyed
- Type of industries or businesses to be surveyed
- Specific occupations to be studied
- Specific data to be obtained on the particular occupation or occupations to be surveyed
- Time schedule for all portions of the survey
- Plan for tabulating and analyzing the data

• Information to be Obtained Through Surveys

GENERAL INFORMATION on present and potential employment of workers in specific occupational categories including replacement and growth needs is as follows:

- How many persons are employed for the specific job being surveyed?
- What is the anticipated increase in the number of employees?
- Is there any anticipated drop-off in the number of employees?
- What is the turn-over annually?
- In what occupations are workers in especially short supply?
- What are the present sources of supply used by the employers to find new workers?
- How do employers get people to fill their vacancies?
- Does the employer have many applications to fill this type of job?
- What is the number and the type of employed workers who need training to update and/or upgrade their skills and knowledge?
- What would be the opportunity for advancement after further training is received?

SPECIFIC INFORMATION on present and potential employment of workers in occupational categories including replacement and growth needs is as follows:

- Data concerning expectations of the employee in specific occupations

  -- What are the responsibilities of the worker?

  -- What are the requirements of the job? (What are the duties of the worker, or what are the specific requirements concerning health, etc?)

  -- What are the skills, abilities and personal qualities needed?

  -- What information is the worker required to know?

  -- What are some common problems with employees that training programs can help to solve?

- Data on training for the job

  -- What training programs are provided by the employer (on the job and/or pre-training)?

  -- Could some or most of the training be done in an occupational training course?

  -- Would the employer be more willing to employ a trained person?

  -- Would the employer be willing to pay an increased salary to workers if they were trained?

  -- Would the employer be interested in having a person (student or learner) as a trainee?

- Data on policies, practices and conditions of employment

  -- What is the rate of pay?

  -- What are the working hours?

  -- What are the fringe benefits?

  uniforms____ sick leave____ vacations____

  insurance____ retirement____ overtime____

-- What are the opportunities for promotion?

-- What are the age limitations?

. Sources of Help in Making Occupational Surveys

- The State Employment Service in the local community is a source of help in supplying data which has already been collected and in advising and assisting with plans for surveys, including what data shall be sought and how to organize the findings in order to make them useful for program planning purposes.

- Members of the State Supervisory Staff in Home Economics are available for assistance in setting up the survey, analyzing the findings, and determining the implications for program planning.

- Counselors and other vocational personnel may provide information already collected, and may advise on plans for conducting surveys.

- Advisory committee members may help as individuals and as a group in planning and conducting the survey and in making use of the findings in program development.

WHAT IS THE FUNCTION OF ADVISORY COMMITTEES AND HOW MAY THEY BE ORGANIZED?

Advisory committees serve as communicating links between Occupational Home Economics programs and the people they serve. The involvement of members of the community with the program is vital for the program's success. Advisory committees make it possible for interested people to give counsel and advise in the development and operation of an Occupational Home Economics program that will fulfill its purposes in the school-community.

. Purposes of Advisory Committees

- Serve as a laison group for the school and community for Occupational Home Economics

- Secure and analyze information concerning opportunities for employment

- Assist in interpreting the program to the general public

- Assist in clarifying and strengthening relationships with potential employers, such as homemakers, business, industry, health, welfare, and other community agencies

- Advise as needed in relation to the program objectives, course content, and new directions in relation to the competencies expected in the occupation or field for which the training is being offered

- Provide supplementary instructional materials

- Develop rapport between Vocational Education programs and business and industry

- Develop plans for the growth and expansion of the Occupational Home Economics program

- Help determine the occupations for which training is needed

- Assist with the evaluation of the program

. Suggested Personnel for Advisory Committees

- SCHOOL ADMINISTRATORS -- to interpret the educational objectives and policies and to provide guidance and counsel to the committee

- REPRESENTATIVES FROM BUSINESS AND INDUSTRY -- to provide information on the need for trained employees and the expectations of the jobs

- THE EMPLOYMENT SERVICE -- to provide information from occupational analyses and to conduct tests to determine aptitudes for employment and interests in occupational fields

- DEPARTMENTS OF HEALTH AND/OR PENSIONS AND SECURITY -- to identify services needed by families, nursing homes and other groups in the community

- WOMEN (Homemakers and Women in Business and Professions) -- to identify services homemakers desire and are willing to pay for and to identify jobs as assistants to professionals for which training may be provided

- OTHER TEACHING PERSONNEL -- other Vocational personnel, guidance counselors and faculty members who have special interests or abilities in relation to the occupational program and can assist with program development

- OTHERS -- journalists, public officials, radio and TV commentators, civic club representatives, representatives of Chamber of Commerce, study clubs, etc. to interpret the program to the general public and to provide support for the program

. Suggestions for Organizing Advisory Committees

- Organize advisory committees in the initial stages of the program
- Seek help from Principal or Superintendent in selection of committee members
- Send written letter of invitation to serve on the advisory committee to potential members. This letter might be appropriately sent from the Principal or Superintendent
- Explain in the appointment letter the functions of members of the advisory committee and term of service
- Organize committees to include a chairman and recorder
- Plan clear-cut agendas following a definite purpose for every committee meeting. Begin and end committee meetings on time
- Send a copy of minutes of each meeting to committee members

WHAT ARE THE PURPOSES AND KINDS OF RECORDS AND REPORTS REQUIRED IN OCCUPATIONAL HOME ECONOMICS PROGRAMS?

Records and reports are a required part of the Occupational Home Economics program to serve legal and program development purposes as follows:

. Legal Purposes of Records and Reports

- To provide evidence that public funds which support the programs have been used in keeping with the legal provision for the use of such funds
- To report the accomplishments of the program as a basis for program evaluation and development

. Teacher Use of Records and Reports

- Provide a history of the program
- Report and evaluate program accomplishments on a periodic basis
- Investigate changes and improvements in program instruction and offerings
- Use in interpreting the program
- Ascertain the extent to which the program is accomplishing its purposes through follow-up records on employment and job success of former students

. Kinds of Records and Reports in Occupational Home Economics Programs

- Teacher Reports
  - -- Schedule for Occupational Education in Home Economics Program
  - -- Plans for the Program of Occupational Education in Home Economics (Program of Work)
  - -- Monthly Program Report of Occupational Home Economics Teacher
  - -- Monthly Financial Report
  - -- Weekly Calendar for Teacher of Occupational Home Economics (Scheduled activities away from school during school hours)
  - -- Record of Home Economics Instruction (for each class)
  - -- Summary of Pupil Data
  - -- Summary Record of Pupils' Occupational Objectives
  - -- Pupil Placement and Follow-up Records on Employment
- Pupil Records
  - -- Pupil Data
  - -- Occupational Objective
  - -- Supervised Experiences in Home Economics

. Source of Supply for Records and Report Forms

Records and report forms may be secured from the State Supervisor, Home Economics Education, Montgomery, Alabama 36104.

WHAT ARE THE STANDARDS FOR SPACE AND EQUIPMENT FOR OCCUPATIONAL HOME ECONOMICS DEPARTMENTS?

Standards for space and equipment for the courses in Occupational Home Economics are determined in keeping with the specific courses offered as follows:

. Foundation and Orientation Courses - require standard space and equipment used for the regular Home Economics programs.

. Courses in Occupational Fields and Specific Occupations - require special equipment and facilities in keeping with the objectives of the course and may be provided in the school and/or community.

Information concerning space and equipment standards for specific courses may be obtained from the State Supervisor, Home Economics Education, State Department of Education, Montgomery, Alabama. The services of the State Home Economics Supervisory Staff are available to assist School Administrators with the planning of facilities and selection of equipment for Occupational Home Economics programs.

WHAT TYPES OF INSTRUCTIONAL MATERIALS ARE USEFUL IN OCCUPATIONAL HOME ECONOMICS PROGRAMS?

Instructional materials are an integral part of the instructional program of Occupational Home Economics. These materials provide the background for learning and are media for challenging and stimulating students to learn. Since Occupational Home Economics is a new program, only a limited supply of published material (books and bulletins) is available for class use. Therefore, it is necessary to rely on other forms of instructional materials for information that will increase the knowledge and understanding of the students. Types of instructional materials that would be useful in Occupational Home Economics programs are as follows:

. Published Materials

- Books

- Bulletins

. Visual Aids

- Displays (commercial and creative displays)
- Bulletin Boards
- Chalk Boards
- Flannel Boards
- Magnetic Boards
- Charts (commercial and creative charts)
- Graphs (commercial and creative graphs)
- Models
- Pictures
- Posters

. Audio-Visual Equipment

- Overhead Projectors *
- Filmstrip and Slide Projectors *
- Movie Projectors
- Record Players
- Opaque Projectors

* Recommended equipment for each department

WHAT OCCUPATIONAL EXPERIENCES MAY BE PROVIDED IN THE INSTRUCTIONAL PROGRAM?

It is expected that experiences in relation to the particular occupation will be provided to enrich the Occupational Home Economics program and to contribute directly to the attainment of the occupational objective of the students enrolled. Occupational experiences are to be planned in keeping with the course objectives to include experiences, such as:

. Demonstrations
. Laboratory experiences
. Field trips
. Work experience
. Participation in special community or school projects